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Ministry of
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Message from the Minister and Accountability Statement

Over the last four years, our Government has worked with educators, students and parents to improve student achievement and make British Columbia a world leader in education. We have put in place a strong foundation and enjoyed remarkable success, and the Ministry of Education's 2006/07 – 2008/09 Service Plan will continue to build on that foundation.

The 2006/07 – 2008/09 Service Plan lays out our goals for the next three years. We have set ambitious targets that will help Government achieve its Five Great Goals for a golden decade. Our key priorities are literacy, student health and physical activity, and improving Aboriginal student performance.

The Ministry of Education oversees the Kindergarten to Grade 12 education system and, following the May 2005 election, was given responsibility for early learning, literacy and libraries. This broader mandate integrates a range of family education services that enables the Ministry to improve coordination of learning and better serve the public.

The Ministry of Education plays a key role in achieving Government's first great goal, which is to make B.C. the best-educated, most literate jurisdiction on the continent. Since 2001, the Province has invested $50 million in programs and resources to improve literacy rates, including funding to support innovative teaching practices, libraries, adult literacy, textbooks and a program for preschoolers.

Now that the Ministry of Education is responsible for all literacy services, the Ministry will ensure that Government addresses the needs of the whole family — from preschoolers to grandparents. Over the next three years, we will continue to work with other ministries and community and educational literacy partners to help British Columbians acquire the gift of reading and writing.

We will track our progress using a number of key performance indicators, including the annual Foundation Skills Assessment, school completion rate, the Programme for International Student Assessment and the International Adult Literacy and Skills Survey.

The Ministry of Education is also instrumental in helping the Province reach its second great goal: to improve public health care and lead the way in North America in healthy living and physical fitness. In November 2005, the Ministry introduced guidelines for food and beverage sales in B.C. schools. These new provincial guidelines will help schools decide what products should be sold in their stores, cafeterias and vending machines and provide students with healthier options. The Ministry will work with school boards, health professionals and vending machine companies to eliminate unhealthy food choices in our schools.

This year, the Ministry will introduce a healthy schools plan to help our students be healthier and more physically active. Working together with the ActNow BC initiative and Action Schools! BC, the Ministry will continue to encourage increased physical activity in schools.

The Ministry will work with other ministries, community partners, parents, addictions experts and school boards to develop a school-based crystal meth awareness campaign. The campaign is part of Government's $7 million comprehensive initiative to fight crystal meth.

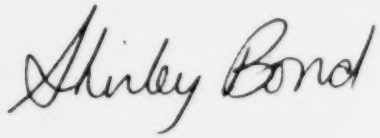
Our Government has set a goal for itself to build the best system of support in Canada for persons with disabilities, special needs, children at risk, and seniors. In order to meet this third goal, the Ministry is tracking performance results for special needs students. This will help the Province, school planning councils and school boards make plans for improving achievement for special needs students. This year, we have provided an additional $37 million in funding for students with special needs to help build a stronger system of support for these students.

The Ministry of Education is working to close the achievement gap between Aboriginal and non-Aboriginal students. While the school completion rate for Aboriginal students has increased by six per cent over the last five years, it still trails the non-Aboriginal rate. This Government has made it a priority to forge a new relationship with Aboriginal people, based on recognition, respect and reconciliation, to mend the social and economic disparities between Aboriginal and non-Aboriginal people. The Ministry of Education will play an important role in this new relationship by working with school boards and Aboriginal communities to reach the goal of having Aboriginal Enhancement Agreements signed in all school districts (two school districts have alternative arrangements in place — Nisga'a and West Vancouver). To date, 22 agreements have been signed, 12 are in draft and the remainder are in the planning stage. These agreements are establishing harmonious partnerships that involve shared decision-making and goal-setting.

The Ministry is also building stronger lines of communication with education partners through the establishment of the new Learning Roundtable. The roundtable is a forum where education partner groups are discussing class size, class composition and other issues related to learning conditions in the public school system. We recognize that the hard work, dedication and expertise we gain from teachers are vital to help us reach all of our goals. That's why Government will also be hosting an Annual Teachers' Congress that will give the Premier and Ministers a chance to speak directly with teachers from across the province and listen to their ideas for providing a high-quality, performance-oriented education system for British Columbia.

Our education system is already one of the best in the world. To continue to meet the needs of today's learners, we must always strive to improve. This Service Plan sets out our goals and performance measures for our education system as we bring hope, prosperity and opportunity for all British Columbians.

The Ministry of Education's 2006/07 – 2008/09 Service Plan was prepared under my direction, in accordance with the *Budget Transparency and Accountability Act*. I am accountable for the basis on which the plan has been prepared. All material fiscal assumptions and policy decisions as of February 15, 2006 have been considered in preparing the plan and I am accountable for achieving the specific objectives in the plan.



Honourable Shirley Bond
Minister of Education
and Minister Responsible for Early Learning and Literacy

February 15, 2006

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Ministry Overview

Purpose of Ministry

The Ministry of Education oversees the K – 12 education system in British Columbia — this includes both public schools and independent schools. As well, in line with the Government's new priorities following the provincial election in May 2005, the Ministry's mandate was expanded to include responsibility for Public Libraries, improving literacy rates across all segments of the population, and in collaboration with the Ministry of Children and Family Development, for Early Learning.[1]

The Ministry of Education has a primary and substantive role in determining education policies. The roles and responsibilities of the Ministry and its partners are set out under the *School Act*, the *Teaching Profession Act*, the *Independent School Act*, the *Library Act* and accompanying regulations.

The K – 12 system serves approximately 570,910 public school FTEs (full-time equivalents), including 55,189 Aboriginal students, approximately 63,709 independent school student FTEs and more than 2,700 home-schooled children.[2]

The Ministry of Education co-governs K – 12 education with school boards — education services are delivered locally through school boards, public schools and independent schools, while the Ministry provides leadership, develops policy and legislation, oversees system governance, sets results-based standards and develops accountability frameworks. Public library services are provided through the Public Library Services Branch of the Ministry.

Public Schools

The Provincial Government exercises legislative authority over the public education system through the *School Act* and its subordinate legislation. The Minister of Education,[3] whose role and responsibilities are set out in the *School Act*, has legislative authority to supervise and monitor the K – 12 school system, and to fund schools in a cost-effective manner. The Minister advises Cabinet on all matters relating to education, and is responsible to the Legislature for the performance of the Ministry. Collectively, the Government is held accountable for its performance through the electoral system.

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[1] For a list of changes from the 2005/06 – 2007/08 Service Plan Update that was published in September 2005, please refer to Appendix 1.

[2] The number of home-schooled children refers to the combination of public and independent school students who were registered as homeschoolers for the 2004/05 school year.

[3] The Minister of Education (and Minister Responsible for Early Learning and Literacy) is also referred to as "the Minister" and "the Minister of Education."

The *School Act* sets out the rights and responsibilities of students, parents, teachers, principals, school district officials, school boards, and the Minister of Education. The Act allows for local decision-making by empowering 60 school boards (including one francophone authority) to administer public school legislation and regulations. Under the Act, school boards are responsible for designing and providing educational programs that reflect the aspirations of the local community, and for the management and operation of schools in the district. More specifically, school boards are responsible for:

- improving student achievement;
- employing district staff;
- preparing and managing the district's operating budget and capital plan;
- allocating funds to meet the needs of the district;
- preparing an annual Accountability Contract;
- developing and implementing Aboriginal Education Enhancement Agreements;
- approving local courses; and
- adjudicating complaints from parents and students.

Each of the 60 school districts has a superintendent, who is responsible for the general organization, administration, supervision and evaluation of all educational programs, and for the operation of schools in the district. The superintendent is accountable to the school board and on some matters, to the Minister of Education.

The Ministry's Accountability Framework focuses school and school board attention and resources on improving student achievement. All school boards, in accordance with the Framework, are accountable to the Government and the public for their students' achievement (please refer to Appendix 2 for more information on the Accountability Framework). The key components of the Accountability Framework are:

- **School Plans** — each school has in place a school planning council whose primary responsibility is to develop, monitor and review school plans for student achievement, in consultation with the school community. School planning councils acknowledge the importance of parental involvement and formalize their role in the school planning process.
- **Accountability Contracts** — under the Accountability Contract, each board's responsibility for governing its schools to achieve the results targeted in its Contract is balanced with the flexibility to meet the unique needs of the local community.
- **Aboriginal Education Enhancement Agreements** — an EA[4] is a working agreement between a school board, all local Aboriginal communities and the Ministry of Education. EAs acknowledge the essential role of Aboriginal communities in the education of their children.

[4] Currently 22 Enhancement agreements have been signed, and 12 are in the draft phase. A further 24 EAs are in the planning and development phase. The remaining two districts, Nisga'a and West Vancouver, have alternate arrangements in place.

- **District Reviews** — up to 20 of the 60 school districts are reviewed annually. District Reviews provide feedback and recommendations to the school district, the Ministry and the public regarding the school district's work in improving student achievement.

Independent Schools

Independent schools[5] provide an alternative to a public school education, and offer parents and students more choice in the type of educational program that best suits their needs and interests. Independent schools are governed under the *Independent School Act*, which requires all independent schools to satisfy basic requirements and to hold a Certificate of Group Classification.

The inspector of independent schools is responsible for the administration of the *Independent School Act*, regulations and Minister's Orders. The inspector classifies and inspects independent schools, ensures schools meet *Independent School Act* requirements, certifies teachers applying for independent school teacher certification, administers the offshore school certification program, and sets independent school distributed learning policies. Independent schools are governed by boards of directors, which are similar in function to public school boards.

The Office of the Inspector of Independent Schools has a comprehensive external evaluation and inspection process to ensure compliance with the *Independent School Act*. Certified and funded Group 1 and 2 and 4 independent schools have a higher level of compliance and accountability than non-funded Group 3 independent schools.

Early Learning

Current research shows the period from birth to age six is a crucial phase of a child's development, and every dollar spent on early childhood development can save several dollars in intervention later on in a child's life. In partnership with the Ministry of Children and Family Development and the Ministry of Health, the Ministry of Education works to improve outcomes for early learners through programs, initiatives, supporting families and raising awareness (through, for example, "Success by 6" and "Raise a Reader").

Literacy

In British Columbia, the Ministry of Education has the lead for improving literacy across all segments of society, from young children to seniors. Through partnerships with communities, school boards, other ministries, and other organizations the Ministry will develop and promote this crucial life skill in every learner across our province. The Ministry will also work with the Premier's Advisory Panel on Literacy to assess literacy challenges, identify urgent needs, and develop a comprehensive action strategy to help meet B.C.'s literacy goals.

[5] Independent schools are classified into one of four Groups, and the amount of provincial regulation, funding and entitlements varies among the four Groups.

Public Libraries

Public Libraries are key players in the Government's commitment to make B.C. the best educated, most literate jurisdiction on the continent. They play an important role in managing information services, to ensure that citizens have seamless access to information that is current, accurate and relevant. As new technologies revolutionize access to information, the role of libraries will become even more significant, especially in rural British Columbia. The Ministry, through 70 library boards, provides leadership and support services for the operation of the public library system, which serves ninety-eight per cent of B.C.'s population.[6] Approximately fifty-five per cent of British Columbians have active library cards, which they use on a regular basis — and the demand for library services is rising.[7]

Vision, Mission and Values

Vision

The Ministry's vision is to make B.C. the best educated, most literate jurisdiction on the continent.

Mission

The mission of the Ministry of Education is to set the legal, financial, curricular and accountability frameworks so as to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

Values

The Government of British Columbia believes that the highest standards of conduct among public service employees are essential to maintain and enhance the public's trust and confidence in the public service. The Ministry is committed to carrying out its mandate in accordance with the following key values:

- *Quality:* To support the achievement of all students within a quality, performance-oriented education system.
- *Service:* To provide high levels of service for students, the public, education partners, ministry colleagues, and government.
- *Collaboration:* To promote collaborative and respectful approaches to communication and decision-making both internally and externally.
- *Integrity:* To behave with integrity and fairness, and promote relationships of mutual trust and confidence.
- *Excellence:* To strive for excellence in all aspects of our work, and acknowledge each other's contributions.

[6] Across B.C. there are 235 public library branches operating under the governance of 70 library boards.

[7] For more information, please see the 2004 Strategic Plan for Public Libraries — *Libraries Without Walls: The World Within Your Reach — A Vision for Public Libraries in British Columbia*, available online at: http://www.bced.gov.bc.ca/pls/library_strategic_plan.pdf.

Strategic Context

The Ministry of Education must balance internal strengths and weaknesses with external challenges and opportunities. Factors that could potentially affect the Ministry's ability to achieve its goals are outlined below.

- **Annual Teachers' Congress** — The Ministry has an opportunity to build stronger lines of communication with teachers through the establishment of an Annual Teachers' Congress, as well as through the Learning Roundtable, which brings together stakeholder groups[8] to discuss matters of importance to B.C.'s education system.
- **School Planning Councils** — The participation of parents in the school community continues to grow. Emphasizing the role of School Planning Councils promotes this involvement and provides parents with another avenue to support their children's learning.
- **Public Libraries** — With the added responsibility of public libraries, the Ministry of Education has an excellent opportunity to increase community capacity to improve literacy by strengthening existing partnerships and building new ones with schools, communities and post-secondary library services.
- **Skilled Trades Shortage** — British Columbia is entering a period of skilled labour shortages. The Ministry of Education continues to expand trades training options for students, and to encourage more students to consider a valuable and rewarding career in the trades sector.
- **Aboriginal Student Achievement** — While completion rates for Aboriginal students are improving (between 2000/01 and 2004/05 the completion rate for Aboriginal students increased from 42 to 48 per cent), the fact that less than half of Aboriginal students graduate is unacceptable. The Ministry is developing new partnerships and understandings to further expand the role of Aboriginal leaders and communities in education, and to continue to improve the educational outcomes for Aboriginal students.
- **Healthy Living/Physical Fitness** — Health risks such as physical inactivity, substance abuse and childhood obesity are areas of increasing concern. The Ministry of Education has identified priorities, including decreasing tobacco use, increasing physical activity and instilling healthy eating habits in students. The focus on minimizing health risks provides an opportunity for schools to support Government's health-related great goal, and to have a positive effect on the health of future generations of British Columbians.
- **Technology** — New developments in the use of information technology to deliver education have improved access to quality teaching for all students, especially those in rural areas of the province. Improvement in information technology also allows the Ministry and its partners to make better use of data through implementation and utilization of data management systems, such as the British Columbia Enterprise Student Information System (BCeSIS). However, the rapid pace of technological advances poses

[8] Stakeholder groups include BCTF, BCSSA, BCSTA, BCPVPA, and BCCPAC.

a challenge for educators in keeping abreast of the latest technology. Also, the expenses associated with technological training, updating software and upgrading equipment may place a strain on educational budgets.

Capacity

Through frequent internal reviews, the Ministry evaluates what work is being done, whether staffing is sufficient and effective, and whether staff has the right tools to get the job done. These reviews are part of the Ministry's ongoing efforts to operate at optimum capacity. In other words, the Ministry tries to ensure that it is focused on its main goal — improved student achievement — and that it has staff with the right skills and knowledge to carry out the work of the Ministry. This becomes especially important as the Ministry of Education continues to implement its expanded mandate and to achieve the targets set for Government's Five Great Goals.

There is a need to support the presence of Aboriginal people working in school districts, and to support the recruitment and retention of teachers of Aboriginal ancestry in the public school system. It is equally important to support enhancing the capacity of non-Aboriginal teaching staff to be conversant with culturally appropriate teachings and traditional ways of learning. People at all levels of the education system need to be engaged in collaborative, inclusive processes of engagement with Aboriginal people, whether it is through Enhancement Agreement development, curriculum development, or establishing links with other ministries and service agencies to meet the needs of Aboriginal students.

Key strategic shifts — significant changes to the Ministry's mandate

There were significant changes to the Ministry's mandate, as reflected in the Service Plan Update, September 2005. The Ministry has identified below strategic shifts that will be implemented over the planning period, as a result of these recent changes.

Key strategic issues — focus for the next three years

- **Literacy** — As outlined in the Government's Five Great Goals, literacy will continue to be a key issue for the Province, and for the Ministry of Education. For the Province to move forward with its social and economic agenda, all citizens must be literate. Results from the latest Statistics Canada *International Adult Literacy and Skills Survey*[9] indicate that although British Columbia, along with the Yukon, Alberta and Saskatchewan, had average scores that were significantly higher than the national average in all four of the literacy domains tested, 40 per cent of adults in B.C. scored below the desired proficiency level for "prose literacy."[10] Given the complex nature of daily life, and the reduced earning potential of people with low rates of literacy, reading, writing, numeracy, and computer skills are essential for full participation in society.

[9] For more information on the 2003 International Adult Literacy and Skills Survey, please visit: http://www.statcan.ca/cgi-bin/imdb/p2SV.pl?Function=getSurvey&SDDS=4406&lang=en&db=IMDB&dbg=f&adm=8&dis=2.

[10] Participants were scored on a proficiency scale from 1 to 5 (lowest to highest). Level 3 was designated as the desired threshold for coping with the increasing skill demands of a knowledge society.

Participants were scored on a proficiency scale from 1 to 5 (lowest to highest). Level 3 was designated as the desired threshold for coping with the increasing skill demands of a knowledge society. Listed below is a summary of the skills required for each level:

Level 1: Indicates persons with very low skills, where the individual may, for example, be unable to determine the corrrect amount of medicine to give a child from information printed on the package.

Level 2: Respondents can deal only with material that is simple, clearly laid out, and in which the tasks involved are not too complex. It denotes a weak level of skill, but more than at Level 1. It identifies people who can read, but test poorly. They may have developed coping skills to manage everyday literacy demands, but their low level of proficiency makes it difficult for them to face novel demands, such as learning new job skills.

Level 3: Is considered a suitable minimum for coping with the demands of everyday life and work in a complex, advanced society. It denotes roughly the skill level required for successful secondary school completion and college entry. Like higher levels, it requires the ability to integrate several sources of information and solve more complex problems.

Levels 4 and 5: Describe respondents who demonstrate command of higher-level information processing skills.

- **A New Relationship with Aboriginal People** — In order for the Province to make real progress toward achieving its great goals, it must forge a new relationship with Aboriginal people, based on recognition, respect and reconciliation. The Government has recognized that the historical relationship between Aboriginal people and the Crown in B.C. has given rise to the present social and economic disparities between Aboriginal people and non-Aboriginal people. The Government has made a commitment to work with Aboriginal communities to ensure that the Five Great Goals are realized throughout the Province in every community.

  To support Government and Aboriginal communities in achieving the great goals related to education — literacy, health, support for the most vulnerable and job creation — the Ministry of Education will continue to work with school boards and Aboriginal communities to reach the goal of all school districts having signed an Aboriginal Education Enhancement Agreement. As well, as B.C. is one of the only jurisdictions in Canada to track Aboriginal student performance, the Ministry will continue to monitor and report these results to determine where educational programs are successful, and where they are not.

- **Career Development** — A priority for Government will be to implement a labour market strategy to address key skill shortages in the province. One of the areas where there is a shortage of skilled workers is the trades sector. To support the Government's labour strategy, and to meet the needs of the economy for educated, skilled workers, the Ministry of Education will continue to expand opportunities for students to pursue a career in trades.[11]
- **Healthy Living/Physical Fitness** — An ongoing focus on healthy living and physical fitness is essential to the long-term health and prosperity of the Province. To support the Province's health goals, the Ministry will continue to focus on improving achievement by teaching students how to make responsible choices with respect to health and physical fitness, expanding Action Schools! BC to grades K-9 in every school by 2010, and eliminating the sale of junk food in schools.
- **Special Needs** — A key area of focus for the Government will be the most vulnerable population in our society — including children and youth with special needs, children and youth at risk, and those with addictions or problematic substance abuse. Often, these vulnerable citizens face barriers that prevent them from achieving success, or participating fully in society. The Ministry of Education will work in partnership with other social development ministries[12] to remove barriers,[13] and to provide integrated, citizen-centred service delivery. As well, the Ministry will expand educational technology and provide additional supports for students with special needs.

[11] For more information on expanding career options for students, please see Objective 2.2 — *A continued focus on career development*.

[12] Other ministries include: Ministry of Health; Ministry of Children and Family Development; and Ministry of Labour and Citizens' Services.

[13] Often children with special needs require services from several different ministries, agencies and levels of government. Integrating these services into a single point of contact will enable Government to provide more efficient service delivery to its citizens.

Core Business Areas

Core Business Areas

To achieve its goals and objectives, the Ministry of Education focuses on the following core business areas:

1. **Public Schools** — As legislated under the *School Act*, the Ministry provides operating funding to school boards, partner groups and societies that support the Province's 1,666 public schools. The Ministry of Education does not provide services directly to students. The Ministry and school boards comprise a co-governance structure whereby school boards are responsible (in legislation) for the provision of education programs and for establishing performance measures for students as part of the roles and responsibilities articulated in the *School Act*. The K – 12 system serves approximately 570,910 public school FTEs (full-time equivalents).
2. **Independent Schools** — As legislated under the *Independent School Act*, the Ministry provides operating funding to 353 independent schools. The independent school system serves approximately 63,709 student FTEs. The inspector of independent schools is responsible to the Minister of Education for the administration of the *Independent School Act*. The inspector may authorize the inspection and evaluation of independent schools, teachers, the operations of an authority, educational programs provided by independent schools, and educational resource materials, as well as the inspection of school buildings and other buildings used in conjunction with the school.
3. **Debt Service and Amortization** — The Ministry works with school boards to optimize capital budgets through multi-year planning, provides funds for high priority projects and monitors progress through cash flow reporting, project updates and post-completion audits. The Ministry provides funding to school boards to finance capital projects, including seismic upgrades, renovations, expansions, new facilities and buses, and as well, is responsible for debt service and amortization costs.
4. **Early Learning and Literacy** — The Ministry of Education, in partnership with the Ministry of Children and Family Development, has responsibility for improving Early Learning. In addition, as legislated under the *Library Act*, the Ministry provides government transfers to support the public library system. The Ministry also supports programs that promote literacy through libraries, communities, and schools.
5. **Management Services** — This core area provides corporate services to operating programs, including financial, budget, human resources, information management, administrative services, freedom of information and privacy services, and general services and assistance for the Ministry of Education and the Ministry of Advanced Education.
6. **Executive and Support Services** — The Ministry provides leadership, develops policy and legislation, oversees system governance, sets results-based standards and develops accountability frameworks. This business area includes the Minister's Office and Ministry Program Management.

Resource Summary

Core Business Areas	2005/06 Restated Estimates[1]	2006/07 Estimates	2007/08 Plan	2008/09 Plan
Operating Expenses ($000)				
Public Schools	4,262,372	4,360,873	4,361,811	4,362,798
Independent Schools	186,629	191,285	199,358	206,667
Debt Service and Amortization	546,385	558,978	572,967	594,171
Early Learning and Literacy	18,361	18,887	19,163	19,163
Management Services	12,414	12,568	12,568	12,568
Executive and Support Services	50,277	53,076	53,600	53,600
Total	**5,076,388**	**5,195,667**	**5,219,467**	**5,248,967**
Full-time Equivalents (FTEs)				
Management Services	85	85	85	85
Executive and Support Services	228	228	228	228
Total	**313**	**313**	**313**	**313**
Ministry Capital Expenditures (Consolidated Revenue Fund) ($000)				
Management Services	95	75	0	0
Executive and Support Services	9,650	8,677	6,885	5,220
Total	**9,745**	**8,752**	**6,885**	**5,220**
Capital Plan ($000)				
Public Schools Disbursements are provided for approved school capital projects including costs related to construction, school site acquisition, portable facilities, capital leases, and bus and equipment purchases.	170,300	181,295	256,300	305,425

[1] These amounts have been restated, for comparative purposes only, to be consistent with the presentation of the 2006/07 *Estimates*. Schedule A of the *Estimates* presents a detailed reconciliation.

SUCH Sector Resource Summary

The SUCH[14] Sector Resource Summary sets out the three-year rolling funding plan for school districts.

School Districts	2005/06 Restated Estimates	2006/07 Estimates	2007/08 Plan	2008/09 Plan
Combined Income Statement ($000s)[1]				
Total Revenue	4,847,964	4,879,082	4,903,688	4,913,013
Total Expense	4,780,677	4,863,590	4,855,934	4,868,539
Operating Results	67,287	15,492	47,754	44,474
Gain (Loss) on sale of capital assets (if applicable)	3,831			
Net Results	**71,118**	**15,492**	**47,754**	**44,474**

[1] This combined income statement includes estimates from 60 school districts. Numbers do not include the eliminating entries required to consolidate these agencies with the government reporting entity.

Major Capital Projects

Under the *Budget Transparency and Accountability Act* (sections 8 and 14), ministries are required to disclose information concerning any commitment or anticipated commitment that exceeds $50 million towards the cost of an individual project. Over the next three years, the Ministry of Education does not anticipate any commitments to meet the $50 million reporting requirement under the *Budget Transparency and Accountability Act*.

[14] The SUCH Sector includes schools, universities, colleges and hospitals.

Goals, Objectives, Strategies and Results

Overview

Ministry Goals

The Ministry of Education has two main goals:

- Improved student achievement — the Ministry and its partners will focus on improving student achievement.
- A high quality, performance-oriented education system — the Ministry will focus on access to education for all students, the growth of students into productive, fully participating members of society, and increased accountability for the education system.

Together, these goals provide the Ministry with strategic direction and a clear focus on priorities.

Linkage to the Five Great Goals

Continued progress toward the Province's Five Great Goals depends upon well-educated citizens. Graduates of the K – 12 system should be able to demonstrate:

- intellectual capacity/achievement through large scale provincial exams and assessments, such as Provincial Examinations and Foundation Skills Assessment;
- the ability to make healthy life choices; and
- career development skills through the successful transition to either post-secondary education or to the workforce.

Government's Five Great Goals:

1. **Make B.C. the best educated, most literate jurisdiction on the continent.**
   Given the increasingly complex nature of daily life and the reduced earning potential of people with inadequate reading, writing, numeracy and computer skills, improving literacy rates is essential for full participation in society. To support the Government's education goal, the Ministry will focus on improving student achievement, as well as on early learning, improving literacy rates for all ages, and improving access to information through public library initiatives designed to simplify user access to a broader range of information.
2. **Lead the way in North America in healthy living and physical fitness.**
   An ongoing focus on healthy living and physical fitness is essential to the long-term health and prosperity of the Province. To support the Government's health goal, the Ministry will focus on teaching students to live healthy lifestyles and to make responsible life choices. In particular, the Ministry of Education will focus on decreasing tobacco

use for youth, increasing physical activity levels for K – 12 students, and instilling healthy eating habits. These strategies are linked to the Government's ActNow BC initiative, which promotes a healthy lifestyle as a way to prevent future chronic diseases. The Ministry will also direct more funding to promote music, art and physical fitness programs.

3. **Build the best system of support in Canada for persons with disabilities, special needs, children at risk, and seniors.**
   Often, these vulnerable citizens face barriers that prevent them from achieving success, or participating fully in society. The Ministry will focus on improving achievement and literacy rates for children with special needs, in support of Government's progression towards a more equitable and inclusive society, where the most vulnerable members are given the support they need. Removing barriers that hinder children with special needs and streamlining access to services into one point of contact will allow special needs children to participate more fully in their communities.
4. **Lead the world in sustainable environmental management, with the best air and water quality, and the best fisheries management — bar none.**
   The Ministry of Education supports the Government's environmental goals by educating students — through our provincial K – 12 curriculum — about the importance of environmental stewardship and responsible management of our natural resources.
5. **Create more jobs per capita than anywhere else in Canada.**
   As the Government of British Columbia works to achieve its goal of creating more jobs per capita than anywhere else in Canada, the Ministry will work to provide graduates with the skills and knowledge they need to fill future positions and to meet the demands of a modern economy.[15] Working in partnership with the Ministry of Advanced Education, the Ministry will continue to strive to expand opportunities for apprenticeships and trades training.

Cross Ministry Initiatives

The Ministry of Education works in partnership with other ministries and government organizations to address the priorities of Government. Ministries with common program areas, clients, services, or goals communicate with each other to reduce areas of overlap or duplication, and areas where there are gaps in service. As the Government moves toward citizen-centred service delivery, the Ministry of Education will continue to collaborate with other social development ministries to identify areas where services from different ministries or agencies can be provided through a single point of service.

[15] For a detailed examination of B.C.'s labour market and skills shortage, please visit: the British Columbia Chamber of Commerce website at http://www.bcchamber.org and http://www.bcchamber.org/News/News_Releases/New_Survey_Confirms_BC_Skills_Shortage.asp.

The Government has identified key issues or initiatives where cross ministry collaboration and cooperation are critical — for the Ministry of Education, these are:

- ActNow BC
- Children's Agenda
- Literacy
- Crystal Meth

Literacy

The Ministry of Education will play a key role in improving literacy, both at the provincial and at the national level. In British Columbia, the Ministry has the lead for improving literacy across all segments of society, from young children to seniors. On the national stage, B.C. has shown its commitment to improving literacy rates across the country by assuming a national leadership role through the Council of Ministers of Education, Canada. To achieve the literacy goals of the Government, the Ministry of Education will work closely with the Ministry of Advanced Education, the Ministry of Children and Family Development (and other social development ministries), as well as community partners. The Ministry also has primary responsibility for liaising with the Premier's Advisory Council on Literacy. The Ministry's strategies for improving literacy include:

- To work in partnership with the Ministry of Children and Family Development and the Ministry of Health to improve early learning (through programs such as Ready, Set, Learn, which is designed to improve the school readiness of three-year-olds).
- Provide $1.8 million in new provincial funding to support library services and improve child and adult literacy. This funding is part of the Province's $12 million investment over three years to implement the *Libraries Without Walls* strategic plan (this plan outlines the commitment to provide broadband Internet into every library branch, to provide a 24-hour virtual reference desk, and to set up a One Card system to increase access to library information).

ActNow BC

In March 2005, B.C. launched the ActNow BC program with the goal of making British Columbia the healthiest jurisdiction ever to host the Olympic and Paralympic Games. The Ministry of Education, the Ministry of Agriculture and Lands, and the Ministry of Health are working together to promote physical activity, healthy eating, and a reduction of harmful behaviours (such as smoking and substance abuse).

ActNow BC promotes prevention by combining cross government and community-based approaches to address common chronic disease[16] risk factors through programs and initiatives that promote physical activity, healthy eating, living tobacco free and healthy choices during pregnancy. ActNow strives to build community capacity to create healthier,

[16] The long-term goal of ActNow is to prevent serious chronic diseases such as cardiovascular disease, type-2 diabetes, hypertension, Fetal Alcohol Spectrum Disorder and some types of cancer.

more sustainable and economically viable communities. Key programs that fall under the ActNow initiative include:

- **Action Schools! BC** — Action Schools! BC is a school-based initiative that integrates healthy living and healthy school environments into the social fabric of schools. The model on which the initiative is based promotes engagement with multiple stakeholders across the education, health and physical activity sectors to advance the development and maintenance of healthy behaviors in children. Action Schools! BC is designed to assist teachers by providing a best practices physical activity model, sample action plans, a step-by-step approach and guidance from the Action Schools! BC Support Team. Schools are encouraged to create an action team and draw on the diversity of resources available within the school and community.

  Action Schools! BC was developed in direct response to awareness that children's health outcomes are related to their level of physical activity and that patterns of healthy behavior are established early in life. The Government has committed to expanding Action Schools! BC into every B.C. Kindergarten through Grade 9 classroom and developing a suitable secondary school model by 2010. The Ministry of Education and the Ministry of Health co-sponsor the Action Schools! BC initiative.
- **Healthy Schools (Health-Promoting Schools)** — The Ministry of Education and the Ministry of Health work in partnership to support the Health-Promoting Schools initiative. Promoting health through the school setting is a key strategy for improving the health of British Columbians and is strategically aligned with government-wide goals. Health is directly linked to educational achievement, quality of life and economic productivity. School health programs can simultaneously reduce common health problems, increase the efficiency of the education system and advance public health, education and social and economic development.

  The Health-Promoting School ideology embraces the view that promoting children's health is a responsibility shared by the school with parents, the health sector and the community, and that a school should strive to be a healthy setting for learning and working. The school provides an excellent setting in which to provide comprehensive health promotion and enhancement. Schools are in a unique position to partner with local community, provincial and national health promotion efforts, due to their access to children and youth, their central role in child and youth development, and their responsibility to teach.

Children's Agenda

- **Early Learning** — To improve early childhood learning outcomes and to better prepare children for school, the Ministry of Education will work closely with the Ministry of Children and Family Development. Both ministries are working collaboratively to give children the best future possible by increasing supports available for child care, and programs for early childhood development and early learning — all of which should increase the proportion of children entering school ready to learn. The ministries also

work closely with the Ministry of Health on initiatives for children under the age of six (for example, the Ready, Set, Learn initiative, which prepares three-year-olds for school).

- **Special Needs Students** — In October 2004, Cabinet approved in principle a model for integrated service delivery for children and youth with special needs. The Ministry of Education, the Ministry of Health, and the Ministry of Children and Family Development are collaboratively working to develop an integrated approach to planning and service delivery.

Crystal Meth

British Columbia's crystal meth strategy is coordinated by a new Crystal Meth Secretariat operating within the Ministry of Public Safety and Solicitor General. To address the growing threat that crystal meth poses to communities in B.C., the Government has assembled a cross ministry steering committee to:

- seek opportunities to better coordinate existing efforts to achieve a measured decrease in crystal meth use;
- identify and pursue additional actions that may be taken to target crystal meth; and
- identify ways to support local community efforts to respond to crystal meth use and production.

An Education Working Group will also be established, with representatives from three school districts, parents and addictions experts. Funding of $1 million has been provided for a school-based crystal meth awareness campaign, as part of Government's $7 million comprehensive initiative to fight crystal meth.

Performance Plan

In the performance planning section, the Ministry sets out its goals, objectives, strategies and planned results (or targets) for the next three years.

Goal 1: *Improved Student Achievement*

Outcomes:

- Children are ready for school when they enter Kindergarten
- Students participate as productive members of society and demonstrate the qualities of good citizenship
- Students demonstrate strong academic and life skills capabilities
- Aboriginal students show steady improvement in academic performance
- Students complete K – 12
- All British Columbians are highly literate

The Ministry of Education is committed to the goal of improved student achievement, and strives for continuous improvement in all areas of achievement. While academic achievement (reading, writing, numeracy, and computer skills) is critical, non-academic skills such as the ability to make responsible choices related to health and safety and the ability to demonstrate the qualities of good citizenship are equally important. Students must develop their individual potential and acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Working in partnership with school boards, educators, students, and parents, the Ministry of Education will take a leadership role through assessing performance, measuring progress, reporting results, and managing overall system performance.

Core Business Area: *Public Schools; Independent Schools; Debt Services and Amortization; Early Learning and Literacy; and Management Services*

Performance Measure:

Please Note: For all performance measures, please refer to Appendix 3 for data confidence information. Also, some performance measures are used as indicators of more than one goal or objective.

1. Completion Rate

The completion rate is the best indicator of the overall performance of British Columbia's education system. For this reason, the Ministry will use the completion rate to measure progress on its two overarching goals:

- Improved student achievement
- A high quality, performance-oriented education system

The school completion rate is determined by calculating the percentage of students who graduate with a Dogwood Diploma within six years of starting Grade 8 for the first time in a B.C. public or independent school.

The completion rate was chosen as a key performance measure because it is tangible evidence that students have succeeded in the K – 12 education system, and because it enables students to make a successful transition to either post-secondary education or the workplace. In our society, young adults have a far better chance of making a successful transition if they complete the graduation requirements and receive a secondary school graduation diploma. Lack of a diploma, in turn, gives rise to all the costs that result from failure to complete secondary school, such as higher rates of unemployment, incarceration, welfare dependence, and a higher incidence of chronic health problems. All of the costs associated with failure to graduate put unnecessary pressure on government resources, and pose a risk to the Government's economic and social goals.

This year, the Ministry has identified specific targets for the student completion rate, including targets for specific sub-groups. Improving outcomes for Aboriginal students is a high priority for the Ministry. Although preliminary targets have been set for the Aboriginal completion rate, the Ministry will continue to consult with Aboriginal partners and stakeholders to further refine identified targets, and work in partnership to achieve them.

Target

The ten-year target for the completion rate is for 85 per cent of all students to receive a Dogwood Diploma within six years of entering Grade 8 for the first time.

Table 1 — Completion Rate

1. Completion rate[1]	2000/01 Actual	2001/02 Actual	2002/03 Actual	2003/04 Actual	2004/05 Actual	2005/06 Target	2006/07 Target	2007/08 Target	2008/09 Target	2015/16 Target
Overall (all students)	76	77	79	79	79	79	80	81	82	85
Male Students	72	73	75	75	75	75	75	76	77	85
Female Students	81	82	83	83	82	82	83	83	83	85
Aboriginal Students	42	42	46	47	48	49	51	55	58	85
ESL Students (English-as-a-Second-Language)	77	79	80	82	83	83	84	84	85	85
Students with Special Needs[2]	19	18	24	37	40	41	42	42	43	50
French Immersion Students	91	93	93	92	90	90	91	92	93	94

[1] The data for completion rates includes public schools and independent schools.
[2] Includes behavioral disabilities, learning disabilities, mild intellectual disabilities, and sensory disabilities.

Objective 1.1: *British Columbians are highly literate*

The Provincial Government is committed to helping children and adults obtain the literacy skills necessary to fully participate as productive and successful members of society. To support Government's commitment to education and literacy, the Ministry of Education will coordinate strategies designed to help Government meet its objectives.

The Ministry of Education has the lead role for improving literacy, both at the provincial level, and through participation in the Council of Ministers of Education, Canada[17] (CMEC), at the national level. At the provincial level, a key strategy is to build community capacity to improve literacy for community members of all ages. By strengthening partnerships and collaborating with other ministries, agencies, and levels of government, community capacity to improve literacy rates will increase. The Ministry is working in partnership with LiteracyNow[18] and other agencies to develop new methods to improve literacy. As well, Public Libraries[19] will play a critical role in the success of literacy initiatives, by improving

[17] For more information on CMEC, please visit: http://www.cmec.ca.

[18] For more information on LiteracyNow, please visit: http://www.2010legaciesnow.com/Content/LiteracyNow/LiteracyNow%20Home.asp?langid=1.

[19] To view the Strategic Plan for Public Libraries 2004 - 2007 *(Libraries Without Walls: The World Within Your Reach)* please visit: http://www.bced.gov.bc.ca/pls/#reports.

access to information at the community level, and by helping to improve early childhood learning outcomes.

School-age children who struggle with literacy and achievement will be supported through grants which fund innovative approaches to best support the learning needs of this group. Working in partnership with the Ministry of Children and Family Development, the Ministry of Education will focus on early learning so that children are better prepared for Kindergarten. The focus on early learning will help to identify and address potential problems (that could hinder literacy, for example) at an early stage, and pave the way for a successful academic career.

Strategies:

- To work in partnership with the Ministry of Children and Family Development to focus on early learning so children are better prepared for Kindergarten
- To assist communities in building capacity in order to address local literacy needs for all ages
- To improve literacy by facilitating access to information by:
  - — Building a province-wide virtual reference service
  - — Implementing the One Card system for all B.C. public libraries
- To improve literacy through grants to schools districts for projects designed to help students who struggle with literacy
- To take a national leadership role on literacy, through the Council of Ministers of Education, Canada

Performance Measures:

2. Adult Literacy

The measure chosen to assess adult literacy is the International Adult Literacy and Skills Survey (IALSS),[20] an international comparative study[21] conducted to provide participating countries with information about the literacy skills of their adult populations. IALSS measures the literacy and numeracy skills of a nationally representative sample of participants, ranging in age from 16 to 65. In 2003, IALSS tested more than 23,000 Canadians on their proficiency in numeracy and literacy. This measure was chosen

[20] The 2003 IALSS measured the literacy and numeracy skills of a nationally representative sample from each participating country. On a pilot basis, IALSS also measured adults' problem-solving skills and gathered information on their familiarity with information and communication technologies. For more information on the International Adult Literacy and Skills Survey, please visit: http://nces.ed.gov/surveys/all/ .

[21] The six countries that participated in IALSS were: Bermuda, Canada, Italy, Norway, Switzerland, and the United States.

because it is a useful benchmarking tool for assessing the Ministry's success in promoting adult literacy.

The challenge to using the survey as a performance measure is that it is conducted sporadically — it was conducted in 1994 and 2003, with the next survey scheduled for 2009. At present, however, there is no other tool that adequately measures adult literacy in a timely manner. For this reason, the Ministry will work with partners and literacy experts to augment this performance measure through development of a satisfactory index of adult literacy over the next two years.

Table 2 — B.C. Results (Proficiency Scores) from the 2003 IALSS[1] (Prose Literacy and Numeracy)

Domain	Level 1	Level 2	Level 3	Level 4/5
Prose Literacy	17.3%	22.7%	37.2%	22.9%
Numeracy	21.4%	27.3%	33.4%	17.8%

[1] IALSS was administered in 2003. National and provincial results became available in 2005.

Target

The 10-year target is for 75 per cent of the adult population in B.C. to read at Level 3 or above by 2015/16.

Table 2.1 — Adult Literacy

Performance Measure	2003 Baseline[1]	2006/07 Target	2015/16 Target
2. Adult Literacy — based on the International Adult Literacy and Skills Survey	60% of adults in B.C. read at Level 3 or above	The 10-year target is for 75% of the adult population in B.C. to read at Level 3 or above	

[1] Participants were scored on a proficiency scale from 1 to 5 (lowest to highest). Level 3 was designated as the desired threshold for coping with the increasing skill demands of a knowledge society.

3. Reading and Numeracy Skills

The Foundation Skills Assessment (FSA)[22] is used to measure the percentage of public and independent school students in Grades 4 and 7 who meet or exceed grade level expectations,[23] based on province-wide standards of performance. For this reporting period, the Ministry will focus on the reading and numeracy sections of the Foundation Skills Assessment, in recognition of the emphasis Government has placed on literacy. The FSA alerts educators to shifts in achievement on a broad scale, such as when there is an

[22] For more information on FSA, please visit: http://www.bced.gov.bc.ca/assessment/fsa/.

[23] Standards are set by teachers, in partnership with the Ministry of Education.

overall improvement or decline in reading skills. As well, the data gathered from the FSA provides all levels of the education system (for example, School Planning Councils) with an opportunity to plan more effectively, and to focus on key priorities that will help the Ministry and the Government meet their stated goals.

Target

The target for this performance measure is for 85 per cent of students to meet or exceed expectations in reading and for 90 per cent of students to meet or exceed expectations in numeracy by 2015/16.

Table 3 — Reading and Numeracy Skills

Performance Measure		2001/02	2002/03	2003/04 Actual	2004/05 Actual	2005/06 Target	2006/07 Target	2007/08 Target	2008/09 Target	2015/16 Target
3. Reading and Numeracy Skills — percentage of students who meet or exceed expectations in the reading and numeracy components of the Foundation Skills Assessment.[1]	Reading Grade 4	80	77	80	79	79	79	80	81	85
	Reading Grade 7	76	77	80	77	77	77	78	79	85
	Numeracy Grade 4	85	87	88	87	87	87	88	89	90
	Numeracy Grade 7	82	84	83	83	83	83	84	85	90

[1] Participation rates are included in Appendix 3 — Data Confidence.
[2] 2005/06 results will be ready in Fall 2006.

4. School Readiness

The performance measure chosen to gauge children's readiness for school is the Early Development Instrument (EDI). This tool was developed as part of the work undertaken by the Human Early Learning Partnership,[24] which is an interdisciplinary research partnership studying new approaches to early childhood learning. Kindergarten teachers in B.C. began to collect data for EDI in 1999/2000, and as of March 2004, all 60 school districts had collected EDI data.

[24] The Human Early Learning Partnership (HELP) is a pioneering, interdisciplinary research partnership that is directing a world-leading contribution to new understandings and approaches to early child development. Directed by Dr. Clyde Hertzman, HELP is a network of faculty, researchers and graduate students from British Columbia's four major universities. HELP facilitates the creation of new knowledge, and helps apply this knowledge in the community by working directly with government and communities. HELP works in partnership with the B.C. Ministry of Children and Family Development (MCFD), the Ministry of Education, and in particular, the B.C. Minister of State for Child Care. HELP is partially funded by MCFD and maintains a close liaison with other provincial government ministries. For more information, please visit: http://www.earlylearning.ubc.ca/ .

For the EDI, data are collected on the following five key areas of children's development. The data are then considered cumulatively to suggest the developmental status of populations of children:

- Physical health and well-being
- Social competence
- Emotional maturity
- Language and cognitive development
- Communication skills and general knowledge

Target

The Ministry of Education and the Ministry of Children and Family Development link into the three year data collection cycle at the University of British Columbia. The next target, which was jointly set by both ministries, is for 2007/08. The 10 year target is for 85 per cent of children to begin Kindergarten ready to learn.

Table 4 — School Readiness

Performance Measure	2004/05 Baseline[1]	2007/08 Target	2015/16 Target
4. School Readiness – based on the Early Development Instrument	75%	78%	85%

5. National and International Assessments (SAIP and PISA)[25]

SAIP (Student Achievement Indicators Program)/Pan-Canadian Assessment Program (PCAP)

To measure progress toward the great goal of becoming the best educated and most literate jurisdiction on the continent, British Columbia students participate in a number of national and international assessments. At the national level, B.C. students have participated in the School Achievement Indicators Program (SAIP).[26] SAIP is a cyclical program of pan-Canadian assessments of student achievement in mathematics, reading, writing, and science that has been coordinated by the Council of Ministers of Education, Canada since 1993. The last SAIP assessment was administered in 2004, in the subject area of science.

Since then, CMEC has decided to move to a new assessment program — the Pan-Canadian Assessment Program (PCAP). The PCAP will begin in 2007, and will assess 13- and 15-year-olds in reading, mathematics and science; however the Ministry will focus on reading and mathematics. The assessments for each subject area will be administered

[25] For the purpose of this and future Service Plans, results of SAIP and PISA will be attributed to the year the results are released.

[26] For more information on SAIP, please visit: http://www.cmec.ca/saip/indexe.stm.

simultaneously every three years. There will be no national assessment results to report in 2006/07. PCAP will be administered in Spring 2007, with the results expected to be released in 2007/08. The target for PCAP will be for B.C. to perform as well or better than other Canadian jurisdictions.

Target

The Ministry's target for this performance measure is to perform as well as or better than other Canadian jurisdictions.

PISA (Programme for International Student Assessment)

At the international level, British Columbia participates in the Programme for International Student Assessment (PISA).[27] Initiated by member countries of the Organization for Economic Cooperation and Development, PISA provides policy-oriented international indicators of the skills and knowledge of 15-year-old students. PISA focuses on three subject areas — mathematics, reading, and science — however, in this Service Plan the Ministry will only focus on the two literacy-related areas — mathematics and reading. PISA is a valuable tool, as it assesses students as they near the end of mandatory schooling, to ascertain whether they are able to analyze, reason, and communicate effectively, and whether they can demonstrate the capacity for life-long learning. In other words, PISA assesses how well prepared students are for life after school. For example, the standard that students are expected to meet with respect to reading is: "students are capable of reading tasks of moderate complexity, such as locating multiple pieces of information, making links between different parts of a text and relating it to familiar, everyday knowledge."

As B.C. continues to compete in the global economy, and strives to meet its great goal of creating more jobs per capita than anywhere else in Canada, it is important that our education system is able to provide graduates with the skills and knowledge to compete at the highest level, and meet the requirements of the labour market. By comparing the achievement of students in British Columbia with that of students in other OECD countries, the Ministry of Education is able to see how well our education system performs in relation to other countries.

The latest 2003 PISA results show that 75 per cent of B.C. students have the reading abilities they need to thrive in a knowledge based society, while 74 per cent have the mathematics skills. B.C. students also score highly in science. The 2015/16 target is to be the top performing PISA jurisdiction in Canada and improve B.C.'s world ranking. Out of 41 countries including the United States and 10 provinces, B.C. is currently ranked third overall in reading, fifth in mathematics and sixth in science and problem solving. Among the provinces, B.C. is ranked second behind Alberta.

[27] For more information on PISA, please visit: http://www.pisa.oecd.org.

Table 5 — PISA 2003

Performance Measure and Baseline Data	2006/07	2007/08	2008/09	2015/16
5. National and International Assessments — PISA 2003 (Programme for International Student Assessment)			Be the top PISA jurisdiction in Canada	Be the top PISA jurisdiction in Canada and improve B.C.'s world standing

Objective 1.2: *B.C. children live healthy lifestyles and make responsible life choices*

For children to learn effectively, they need to be healthy and have a safe learning environment. To achieve the goal of healthy children and healthy learning environments, the Ministry will focus on several key strategies related to promoting health through the school setting. These strategies support the Government's second great goal (health), as well as efforts — through ActNow BC — to promote the prevention of chronic health problems through healthy living.

The Ministry of Education has developed a Framework for Health-Promoting Schools to enhance the capacity of education and health professionals to plan and work more effectively together, and the development of new teacher and student resources related to healthy eating is underway. The Health-Promoting Schools initiative will continue to focus on encouraging physical activity and healthy eating through new curriculum and new healthy eating guidelines. The second strategy is to set expectations that school districts and schools address safety in school and district plans. Also, $1 million dollars has been allocated by the Ministry of Education to develop new teacher and student resources to combat the use of Methamphetamine (Crystal Meth). The Ministry is also partnering with the Ministry of Agriculture and Lands and the Ministry of Health to implement and expand B.C.'s pilot Fruit and Vegetable Program, which provides students with two servings of fresh B.C. fruits and vegetables per week. These strategies, along with maintaining a zero tolerance for bullying, support the efforts of school boards to enhance safety and encourage healthy habits — both of which will ultimately help to improve student achievement.

Strategies:

- To focus on Health-Promoting Schools, by emphasizing the following initiatives:
  - — Action Schools! B.C.
  - — New curriculum on Health and Career Planning
  - — New Physical Education Curriculum K - 7
  - — Guidelines for selling healthy foods in schools
- To set expectations that school districts and school planning councils address safety in school and district plans. In independent schools, school and student safety is addressed

by ensuring that schools have student safety policies and practices in place through the external evaluation and mandatory inspection process

- To develop and implement B.C.'s framework for Health-Promoting Schools
- To work in partnership with the Ministry of Agriculture and Lands and the Ministry of Health to implement and expand B.C.'s Fruit and Vegetable Program (where students will be provided with two servings per week of fresh B.C. fruits and vegetables)
- To develop new teacher, student and parent resources related to healthy eating and physical activity
- To develop new teacher and student resources to combat the use of crystal meth
- Maintain zero tolerance of bullying in BC Schools

Performance Measures:

6. Rate of tobacco use — percentage of 15- to 19-year-olds who smoke

Tobacco use has serious health implications for students, and although the dangers of tobacco use are well documented, rates of use amongst 15- to 19-year-olds remain high. Helping students to make responsible healthy choices is a Ministry priority, and stopping tobacco use is a key element of the Government's ActNow BC initiative. As an indicator of responsible and healthy decision-making, the Ministry of Education will focus on reducing smoking rates for young people. This measure complements the Ministry of Health's strategy to reduce smoking rates across all segments of society. Data will be obtained from the BC STATS *Community Health, Education and Social Security Survey.*[28]

Target

The target for this performance measure is to reduce the percentage of 15- to 19-year-olds who smoke by .5 per cent per year, over the next three years.

[28] BC STATS CHESS Survey — The BC Community Health, Education and Social Security Survey is administered on a monthly basis, with results released semi-annually.

Table 6 — Rate of Tobacco Use

Performance Measure	2004/05 Baseline	2005/06 Target	2006/07 Target	2007/08 Target	2008/09 Target
6. Rate of tobacco use — percentage of 15- to 19-year-olds who smoke[1]	17%	16.5%	16%	15.5%	15%

[1] This data was obtained from the BC STATS CHESS 12-month average, surveyed monthly from September 2004 – September 2005. Definition of smokers includes both daily and occasional use of tobacco.

7. Rate of physical activity — K – 12 students

Physical activity is an important component of healthy living, and is therefore part of Government's Five Great Goals. The Ministry of Education, in partnership with the Ministry of Health and the Ministry of Agriculture and Land, participates in ActNow BC, a cross ministry, community-based initiative that promotes physical activity and healthy eating as important steps in preventing chronic illnesses, such as heart disease and diabetes. To measure the level of physical activity in K – 12 students, the Ministry of Education is developing a new question for the annual Satisfaction Survey, designed to find out how much time students spend engaged in physical activity.

Target

The target for this performance measure is under development.

Table 7 — Rate of Physical Activity

Performance Measure	2005/06 Baseline	2006/07 Target	2007/08 Target	2008/09 Target
7. Rate of physical activity — K – 12 students (based on question in Satisfaction Survey)[1]	The baseline data for this measure will be collected in early 2006 and reported in the late Spring 2006.	The target is under development.		

[1] A new question to measure the rate of physical activity in K – 12 students will be included in the 2005/06 Satisfaction Survey.

Objective 1.3: *Achievement will improve for all students*

Achievement is a central and recurring theme for the Ministry and for Government. The Ministry of Education will demonstrate its commitment to achievement and excellence by publicly reporting achievement information through assessing, measuring, and monitoring the results of overall student achievement, as well as the achievement of specific groups of students (such as males, females, students with special needs, ESL students, and Aboriginal students). Reporting on achievement levels will be accomplished through measuring and reporting out on completion rates, national and international assessments, and provincial assessments. Achievement levels also reflect the equity of the education

system, and indicate whether the most vulnerable students have access to a quality education. In keeping with the third great goal (supporting the most vulnerable members of society), the Ministry will focus on supporting students with special needs and on helping them to be successful as one way of improving student achievement.

Strategy:

- To make public student achievement information through assessing, measuring, monitoring and publicly reporting results and managing overall system performance by reporting achievement levels on:
  - — Overall student population
  - — Male/Female students
  - — Aboriginal students
  - — ESL students
  - — Students with special needs
  - — French Immersion students

Performance Measures:

***Completion Rate** (previously described on page 24)

***Reading and Numeracy Skills** (previously described on page 27)

Goal 2: *A high quality performance-oriented education system*

A central belief of the Government is that citizens should have choice — the K - 12 education system reflects this belief by offering students and parents options that reflect their interests, lifestyles, learning styles and career paths. A high quality performance-oriented education system will result in high levels of student achievement — students are more likely to complete school and strive for excellence when the material they are learning is interesting and relevant to their lives. The key objectives for this goal are access to education for all students, a concentrated focus on career development, and a continued emphasis on accountability.

Outcomes:

- Access to quality education for all students
- Learning choices for students and parents
- Quality teaching and professional development for teachers
- Expanded options for industry training
- Parents are involved in their child's education
- Aboriginal communities report satisfaction with the education system

Core Business Area: *Public Schools; Independent Schools; Debt Services and Amortization; Early Learning and Literacy; and Management Services*

Performance Measure:

***Completion Rate:** Previously described on page 24. As mentioned under Goal 1, the completion rate will be used to measure progress on the Ministry's two overarching goals:

- Improved student achievement
- A high quality, performance-oriented education system

Objective 2.1: *Focus on citizen-centred service delivery*

Citizen-centred service — ensuring that clients have convenient access to high quality, seamless services — is a priority for Government. The Government is working to make sure that citizens, businesses and public sector organizations can access the services they need with ease. Identifying, balancing and meeting the diverse needs of the population are key roles of government. The Ministry collaborates and consults with other ministries and organizations on issues and initiatives that are too broad or complex to fall under the responsibility of just one ministry (for example, the Ministry of Education works in close partnership with the Ministry of Health on the ActNow BC initiative, and with the Ministry of Children and Family Development for the Early Learning initiative). A citizen-centred approach will help to ensure that services are designed and delivered to meet the evolving needs of users, in a cost-effective and responsive manner. This work is key to maintaining and improving both the quality of life for citizens and the economic competitiveness of the Province.

The Ministry of Education is firmly committed to the shift to citizen-centred service delivery. Through initiatives like School Community Connections,[29] the Ministry will focus on integrating services and activities into the community and school settings. By housing similar services together, it may be possible to provide a single point of service for someone who requires support from many different disciplines, such as a child with special needs.

Although the Ministry does not directly provide programs and services, as these are delivered by school boards, it is still concerned whether clients (parents and students) are satisfied with the services (education) they receive. The Ministry conducts a Satisfaction

[29] The purpose of the School Community Connections initiative is to increase the number of schools that are centres for community activities and services. As shifting demographics and population patterns have left a number of schools underutilized or vacant, SCC's will benefit communities by helping school boards and local governments revitalize these schools for community learning and activities, such as daycare and early childhood development.

Survey[30] each year to measure the satisfaction levels of students, parents, teachers and staff, with key aspects of the education system.

Strategies:

- To continue to improve collaboration and cooperation with other ministries, agencies and organizations
- To focus on School Community Connections in order to integrate services and build community capacity

Performance Measures:

8. Satisfaction — Percentage of public school parents and students (secondary) satisfied with education program choices available to them

The level of satisfaction of parents and students is a critical measure for assessing the overall performance of the education system. In the annual Satisfaction Survey[31] parents and students are asked about their satisfaction with the education program choices available to them. The data for this performance measure is also useful for planning and decision-making at the school and school district level, as it can be incorporated into school performance plans and school district accountability contracts. This measure was chosen because it reflects the Ministry's commitment to service, and the new focus on citizen-centred service delivery. As well, this measure assesses the degree to which the education system is accessible, flexible and meets the needs of all students.

Target

The 10-year target for this performance measure is to have 85 per cent of public school parents and students (secondary) satisfied with education program choices available to them.

[30] For more information on the Satisfaction Survey, and to view the latest results, please visit: http://www.bced.gov.bc.ca/sat_survey/.

[31] More information and complete results of the survey can be found at: http://www.bced.gov.bc.ca/sat_survey/welcome.htm.

Table 8 — Satisfaction

Performance Measure		2003/04 Actual	2004/05 Actual	2005/06 Target[1]	2006/07 Target	2007/08 Target	2008/09 Target	2015/16 Target
8. Satisfaction — percentage of public school parents and students (secondary) satisfied with education program choices available to them	Elementary school parents	71	72	72	73	74	75	85
	Secondary school parents	62.5	62	62	63	64	65	85
	Secondary school students	47	48	48	49	50	51	85

[1] Data for the 2005/06 school year will be available in May 2006 on the Ministry of Education website.

Objective 2.2: *Focus on career development*

The Ministry of Education continues to focus on career development so that students will be better prepared for the world of work or for further study upon graduation from secondary school. In their career development, students should achieve knowledge and understanding of their career choices, experience in planning and working toward career and life goals, and the development of skills required to work effectively and safely, both as individuals and as part of a team.

A highly educated workforce is required to improve the overall productivity and competitiveness of B.C.'s economy. There are several factors which make career development and career planning critical to a student's future successes. The rapid advancement of technology and the likelihood that students may change careers several times during their working lives make the ability to learn and adapt an essential life skill.

The Ministry of Education has several strategies to support students in their transition to post-secondary education. The first is the implementation of the Graduation Portfolio, which helps students develop the skills and attributes that employers have indicated are important for work, and which also prepares students for the start of their lives as adults. Students demonstrate knowledge, skills and competencies in six key areas, including Employability Skills and Education and Career Planning. Another key component of the Graduation Program is the Planning 10 course — this course is mandatory for graduation and is designed to help students explore education and career options, and to develop skills required for life skills. Students learn to research, set goals and make informed decisions on career and life choices.

The second strategy, designed so that schools in B.C. can support students in the middle academic range to realize their full potential, is the Advancement Via Individual Determination (AVID) program. The Ministry of Education has partnered with the Canadian

Millennium Scholarship Foundation — at present, 17 pilot schools are using support and intervention strategies to help these students graduate and enrol in post-secondary education. The third strategy is to focus on the Education Planner — a post-secondary planning resource that provides clear, reliable and detailed information about more than 1,500 post-secondary programs available at 27 institutions across B.C. The Education Planner helps secondary students make informed decisions about their education and career options.

The Ministry of Education supports student participation in industry training programs through three strategies. The first is to focus on the Secondary School Apprenticeship (SSA) program, which allows students to begin structured workplace training while earning up to 16 credits towards graduation. The second strategy is to focus on the Career Technical Centre (CTC). The CTC program combines secondary and post-secondary courses in a range of applied technical and trades areas, and allows students to earn credits that count towards both secondary school graduation and a post-secondary credential. The third strategy is to focus on the Accelerated Enrollment in Industry Training (ACE IT) program, an industry training program that allows students to take technical training courses that lead to industry certification and count as credits towards graduation.

Strategies

- To continue to focus on the 2004 Graduation Program[32] as a means to prepare students for their futures after graduation
- To focus on Advancement Via Individual Determination (AVID) as a means to help students in the middle academic range realize their full potential
- To focus on the Education Planner as a planning resource that helps secondary students make good decisions regarding their education and career options
- To increase the number of students who participate in:
  - Secondary School Apprenticeship (SSA)
  - Career Technical Centre (CTC)
  - Accelerated Enrollment in Industry Training (ACE IT)

Performance Measures:

9. Transition Rate — to post-secondary education

The Ministry of Education strives to provide students with a high quality education that prepares them for successful careers, whether they take further training, attend post-secondary education, or go directly into the world of work. Transition rates are a good indicator of both overall student achievement and of the Ministry's success in preparing

[32] More information on the Graduation Program 2004 can be found at: http://www.bced.gov.bc.ca/graduation/grad2004.htm.

students for life after graduation. However, other factors such as cost of tuition and the employment market can affect transition rates.

The Graduate Transition Survey provides a transition picture of British Columbia secondary school graduates entering into post-secondary education. Conducted annually, the survey describes the percentage of the previous year's graduates who were enrolled in post-secondary education during the last year. Table 9 shows the percentage of Grade 12 graduates who indicated they had taken some kind of post-secondary education or training in the past year.

As mentioned previously, the Ministry of Education focuses on career development so that students are better prepared for the world of work, or for further study upon graduation from secondary school. In their career development, students should achieve knowledge and understanding of their career choices, experience in planning and working toward career and life goals, and the skills required to work effectively and safely, both as individuals and as part of a team.

Target

The 10-year target for this performance measure is to have 85 per cent of students making a successful transition to some form of post-secondary education or training.

Table 9 — Transition Rate — to Post-Secondary Education

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Actual	2006/07 Target	2007/08 Target	2008/09 Target	2015/16 Target
9. Transition Rate — to post secondary education	69%[1]	74%	75%	77%	79%	81%	85%

[1] Includes students who are attending a post-secondary institution full-time, part-time, or are taking some other form of post-secondary training.

10. Participation in industry training programs

Skilled trades programs provide valuable and rewarding training to students. The number of students participating in the Secondary School Apprenticeship program and in Career Technical Centers or ACE-IT indicates the success of the education system in attracting students to a career in the trades sector. As there is a shortage of skilled trades workers, attracting students to the trades sector and providing them with the opportunity to learn relevant skills is critical in order for Government to meet the requirements of the labour market.

Target

The 10-year target for this performance measure is to have 2000 students participating in secondary school apprenticeship programs, and 8000 students participating in CTC/ACE-IT.

Table 10 — Participation in Industry Training Programs

Performance Measure	2003/04 Actual	2004/05 Actual	2005/06 Target[1]	2006/07 Target	2007/08 Target	2008/09 Target	2015/16 Target
10. Participation in industry training programs							
SSA	508	727	1000	1100	1400	1500	2000
CTC/ACE-IT	859	1822	2600	3500	4000	5000	8000

[1] Data will be available for the SSA, CTC/ACE-IT in June 2006.

Objective 2.3: *Continued emphasis on accountability*

Accountability is a core value of Government. In an ongoing effort to make the education system more accountable, the Ministry will make school and district performance data publicly available. The Ministry will engage education partners in examining performance as a means to improve achievement. The Ministry will continue to focus school board activities on the Government's great goals by continuing to require input from school planning councils to develop annual school plans, annual accountability contracts, district reviews and Aboriginal Education Enhancement Agreements.

Independent schools provide accountability through the inspection process. The bi-annual monitoring inspections and external evaluations are the accountability vehicle for independent schools. The inspections confirm compliance with the *Independent School Act*, ensure schools have policies in place reflecting student safety issues, and review the school's educational program to verify that Ministry learning outcomes are being met and student achievement is measured. The inspection confirms that all teachers have B.C. certification, that the authority is in good standing with the Registrar of Companies, and that facilities meet municipal requirements. Areas that are deemed to be deficient during the inspection are followed up on by the Office of the Inspector of Independent Schools within the school year.

Strategies:

- To require annual school plans, annual accountability contracts and district reviews, and make them publicly available
- To complete Aboriginal Education Enhancement Agreements for all districts and make them publicly available
- To develop reporting requirements for schools and school districts related to class size, teacher hiring, terminations, disciplinary actions and professional development
- To continue to focus on data-based decision-making through assessing performance, measuring progress, reporting results and managing overall system performance
- To establish a Teachers' Employment Registry

- To enhance parental involvement in school planning councils by designing a data literacy training model which will train parents in the use of data to make effective recommendations in school plans, providing regional support through webcasts, and by monitoring and assessment processes

Performance Measures:

11. Parental Involvement — meeting expectations in District Reviews

Parental involvement in a child's education is a key component of student achievement and success. This performance measure indicates whether or not a school district meets expectations[13] in actively involving parents in setting goals and working collaboratively with schools and the district to improve the achievement of all students. This measure is taken from the District Review,[14] which is used to improve student achievement through a focused review of district results and by sharing effective practices throughout the Province. District Reviews are part of the Ministry's Accountability Framework and are designed to provide feedback and recommendations to the district, the Ministry and the public regarding the school district's work in improving student achievement.

The District Reviews focus on ten key areas related to school and district improvement, with 20 districts reviewed annually. In each district, the District Review Team is chaired by a superintendent and composed of educators, parents and ministry staff.

An assessment on whether a school district meets expectations with respect to parental involvement is based on the following inquiries:

— At the school and district levels, how are parents encouraged to support their child's achievement?

— At the school and district levels, how are parents and parent groups, including the Parent Advisory Committees and District Parent Advisory Committees, involved in efforts to improve student achievement?

— How are School Planning Councils reaching out to engage all parents, including parents of specific groups such as Aboriginal, Special Needs and ESL students, to support achievement for all students?

— What strategies are you finding most useful in engaging parents?

[13] For 2005, school districts are/will be assessed on a four-point scale: i. Not Yet Meeting Expectations; ii. Approaching Expectations; iii. Meeting Expectations; and iv. Sustaining Improvement

[14] The purpose of a District Review is to provide feedback and recommendations to school boards, the Minister and the public regarding a district's efforts to improve student achievement. Of a total of sixty school districts, twenty undergo a District Review each year, on a rotating basis. Each District Review focuses on ten key areas — called "Points of Inquiry" — related to school and district improvement. These ten areas are: goals; rationale; data; strategies; structures; results; communication; teamwork; parent involvement; and, leadership. For more information on District Reviews, please go to: http://www.bced.gov.bc.ca/review/.

Target

The target for this performance measure is to have 100 per cent of school districts meeting expectations by 2008/09.

Table 11 — Parental Involvement

Performance Measure	2005/06 Baseline	2006/07 Target	2007/08 Target	2008/09 Target
11. Parental Involvement — meeting expectations in the District Review	80%[1]	90%	95%	100%

[1] The target and results for this measure are based on the 20 (out of a total of 60) school districts that are reviewed each year that meet expectations on the point of inquiry related to parent involvement. For more information on the district review process, please visit: http://www.bced.gov.bc.ca/review/.

12. Achieving results — meeting expectations in the District Review

This performance measure is also taken from the District Review's ten key areas, or "Points of Inquiry," and indicates to what extent the district and schools monitor results and make adjustments to improve student achievement, and whether there is evidence of improving results. Assessment of this measure is based on the following inquiries:

- What are your expected results/performance targets?
- How are you monitoring the progress of all students?
- What results are you finding so far?
- Based on your results, what adjustments are you making?
- Have there been surprises or unexpected outcomes?
- Have you identified any new challenges?
- What evidence can you present to demonstrate that every school in your district is improving?
- What evidence can you present to demonstrate that every classroom in your school is improving?

Target

The target for this performance measure is to have 100 per cent of school districts meeting expectations by 2008/09.

Table 12 — Achieving Results

Performance Measure	2005/06 Baseline	2006/07 Target	2007/08 Target	2008/09 Target
12. Achieving Results — meeting expectations in the District Review	80%[1]	90%	95%	100%

[1] The target and results for this measure are based on the 20 (out of a total of 60) school districts that are reviewed each year that meet expectations on the point of inquiry related to parent involvement.

Ministry Performance Plan Summary

Five Great Goals

1. Make B.C. the best educated, most literate jurisdiction on the continent.
2. Lead the way in North America in healthy living and physical fitness.
3. Build the best system of support in Canada for persons with disabilities, special needs, children at risk, and seniors.
4. Create more jobs per capita than anywhere else in Canada.

Ministry Mission

The mission of the Ministry of Education is to set the legal, financial, curricular and accountability frameworks so as to enable all learners to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous, sustainable economy.

Ministry Goals	Ministry Objectives	Performance Measures
1. Improved student achievement	1.1 British Columbians are highly literate	• Completion Rate • Adult Literacy — IALSS (International Adult Literacy and Skills Survey) • Reading and Numeracy Skills – FSA Grades 4 and 7 • National and International Assessments – SAIP/PCAP – PISA • School Readiness – EDI (Early Development Instrument)
	1.2 B.C. children live healthy lifestyles and make responsible life choices	• Rate of Tobacco Use for Youth (15-19) • Rate of Physical Activity for K – 12 students
	1.3 Achievement will improve for all students	• Completion Rate • Reading and Numeracy Skills
2. A high quality performance-oriented education system		Completion Rate
	2.1 Focus on citizen-centred service delivery	• Satisfaction — percentage of public school parents and students (secondary) satisfied with education program choices available to them (Satisfaction Survey)
	2.2 Focus on career development	• Transition rate — to post-secondary education • Participation in industry training programs (CTC/ACE-IT and SSA)
	3.3 Continued emphasis on accountability	• Achieving results (meeting expectations in District Reviews) • Parental involvement (meeting expectations in District Reviews)

Note: Some performance measures are used as indicators of more than one goal or objective.

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Note: Some performance measures are used as indicators of more than one goal or objective.

Related Initiatives and Planning Processes

Regulatory Reform

Deregulation and Regulatory Reform

As of June 2004, the Ministry of Education met and exceeded its three-year deregulation target. Following the May 2005 election, the June 2004 baseline count was adjusted to 21,095 to incorporate the regulations related to the added responsibilities for early learning, literacy and libraries. The Ministry is committed to maintaining the baseline count of 21,095 through to 2008/09.

Regulatory requirements contained in legislation, regulation, policy and procedures will continue to be monitored and reported, consistent with the Regulatory Reform Policy. Increases in regulatory requirements, where required, will be offset by reductions, maintaining a zero per cent increase year to year.

Further regulatory reduction and reform opportunities will be identified as the Ministry continues to provide the education system with flexibility and students with choice. Where appropriate, this ongoing review will include the use of smart regulation[35] rather than prescriptive regulation, while ensuring that the focus of the education system is on improving student achievement.

The Ministry focuses on results-based regulations through the ongoing review and revision of curriculum contained in Integrated Resource Guides. The primary objective of this review is to ensure that teachers and students have current curriculum while maintaining and improving the high level of provincial student achievement. To date, this curriculum review has resulted in significant reductions to the Ministry's regulatory count, and further reductions are anticipated.

Information Resources Management Plan

The overview of the Ministry's Information Resource Management Plan is available on the Ministry website at: http://www.bced.gov.bc.ca/annualreport/2006/irmp.pdf.

[35] A 'smart regulation' focuses more on the intent and outcomes of regulations, and less on the process and procedures to meet those outcomes.

Citizen-Centred Service Delivery

Citizen-centred service — ensuring that clients have convenient access to high quality, seamless services — is a priority for Government. The Government is working to make sure that citizens, businesses and public sector organizations can access the services they need with ease. Identifying, balancing and meeting the diverse needs of the population is a key role of Government. The Ministry collaborates and consults with other ministries and organizations on issues and initiatives that are too broad or complex to fall under the responsibility of just one ministry. A citizen-centred approach will help to ensure that services are designed and delivered to meet the evolving needs of users, in a cost-effective and responsive manner. This work is key to maintaining and improving both the quality of life for citizens and the economic competitiveness of the Province.

The Ministry of Education supports and is firmly committed to the shift to citizen-centred service delivery. Through initiatives like School Community Connections, the Ministry will focus on integrating services and activities into the community and school settings. Although the Ministry does not directly provide programs and services, as these are delivered by school boards, it is still concerned whether clients (parents and students) are satisfied with the services (education) they receive. The Ministry conducts a Satisfaction Survey each year, to measure the satisfaction of students, parents, and teachers/staff, with key aspects of the education system.

Appendices

Appendix 1

Changes From 2005/06 – 2007/08 Service Plan Update (September 2005) to 2006/07 – 2008/09 Service Plan

1. Ministry Overview and Core Business

- The Ministry's Mission Statement was changed to more accurately reflect the purpose of the Ministry of Education.
- The Ministry's Values Statement was also adapted to better describe the principles which guide the work of the Ministry of Education.

2. Strategic Context

- The Ministry's strategic focus for the next three years was adjusted to reflect changes in the operating environment.

3. Core Business

- No substantive changes since the 2005 September Update.

4. Resource Summary

- For this reporting period, the Ministry did not have any major capital projects to report (the Ministry has defined "major capital projects" as having a threshold of $50 million or greater).

5. Goals, Objectives, Strategies and Results

- A section was added that explicitly links the Ministry's work to the Government's great goals.
- The changes to the Ministry's objectives, strategies and performance measures, from the previous 2005/06 – 2007/08 Service Plan (September Update) can be found at: http://www.bced.gov.bc.ca/annualreport/2006/appl.pdf.

Appendix 2: The Accountability Framework

The Ministry's Accountability Framework[36] focuses school and school board attention and resources on improving student achievement. Key elements of the Accountability Framework include:

School Plans — each school has a School Plan, developed by its School Planning Council. The focus of the annual School Plan is on improving achievement for all students in the school. The Council considers classroom, school and district data related to student achievement, and this information is shared with the school community. Progress is assessed in relation to the plan from the previous year, and schools are expected to monitor and adapt their strategies in order to better meet the needs of students.

School Plans are subject to school board approval and plans may be approved, approved with modifications, or rejected. School boards must also consult with School Planning Councils regarding:

- The allocation of staff and resources in the school;
- Matters contained in the board's Accountability Contract that pertain to the school; and
- Educational programs and services in the school.

School Plans developed by School Planning Councils inform district Accountability Contracts.

Each School Planning Council is comprised of three parents, one teacher, the school principal, and in schools that have Grades 10 to 12, one student so as to reflect the characteristics, values and needs of the school community. School Planning Councils are advisory bodies — their major responsibility is to assist as well as guide in planning at the school level. School Planning Councils reach out to all members of the school community. The school community consists of all parents, students, teachers and support staff.

Accountability Contracts (District Plans) — each of the 60 school districts must complete an Accountability Contract every year. An Accountability Contract is a school board's public commitment to improve student achievement, and is based on thoughtful consideration of students' performance information. Accountability Contracts reflect the unique characteristics, priorities and needs of each school district. School boards submit their Accountability Contracts to the Minister on or before October 31 each year, and make them available to the public. The Ministry monitors Accountability Contracts and provides feedback to districts through Deputy Minister's visits, Ministry contact, and District Reviews.

District Reviews — District Reviews are intended to improve student achievement through a focused review of district results, followed by the sharing of effective practices throughout the province. The Reviews are designed to provide feedback and recommendations to the district, the Ministry and the public regarding the school districts' work in improving student achievement. District Reviews focus on ten key areas related to school and district

[36] For more information on the Accountability Framework, please visit: http://www.bced.gov.bc.ca/policy/policies/accountability_framework.htm.

improvement, and 20 districts are reviewed annually, with results made publicly available. In each district, a team chaired by a superintendent and composed of educators, parents and ministry staff will:

- — review district and school achievement data;
- — review the district accountability contracts and school plans to improve student achievement;
- — make recommendations to the board and to the Minister about improving student achievement; and
- — identify promising practices that will assist other districts and schools in their efforts to improve student achievement.

Aboriginal Education Enhancement Agreements — British Columbia schools have not been successful in ensuring that Aboriginal students receive a quality education, one that allows these students to succeed in the larger provincial economy while maintaining ties to their culture. Growing recognition of this problem led to the signing of a Memorandum of Understanding in 1999: "We the undersigned, acknowledge that Aboriginal learners are not experiencing school success in British Columbia. We state our intention to work together within the mandates of our respective organizations to improve school success for Aboriginal learners in British Columbia."

The Memorandum of Understanding led to a framework for the creation of Aboriginal Education Enhancement Agreements. Through these agreements, new relationships and commitments were made to improve the educational success of Aboriginal students. Enhancement Agreements are intended to continually improve the quality of education achieved by all Aboriginal students. An EA is a working agreement between a school district, all local Aboriginal communities, and the Ministry of Education. EAs are designed to enhance the educational achievement of Aboriginal students. The EA establishes a collaborative partnership between Aboriginal communities and school districts that involves shared decision-making and specific goal setting to meet the educational needs of Aboriginal students.

Enhancement Agreements highlight the importance of academic performance and more importantly, stress the integral nature of Aboriginal traditional culture and languages to Aboriginal student development and success. Fundamental to EAs is the requirement that school districts provide strong programs on the culture of local Aboriginal peoples on whose traditional territories the districts are located.

Enhancement Agreements:

- support strong cooperative, collaborative relationships between Aboriginal communities and school districts;
- provide Aboriginal communities and districts with greater autonomy to find solutions that work for Aboriginal students, the schools and the communities; and
- require a high level of respect and trust to function effectively.

Appendix 3: Data Confidence for Performance Measures

1. *Data Confidence — Completion Rate*

Source: Ministry of Education — data for Completion Rates are based on the Ministry's 1701 form, student transcripts, and provincial exams.

Collection Method: This measure quantifies the proportion of Grade 8 students who graduate within six years of entering secondary school for the first time. Schools and school districts provide the Ministry with the number of courses leading to graduation and the school marks for both examinable and non-examinable courses. This data is then transferred into the Education Data Warehouse (EDW), where it undergoes a final check.

Data Reliability: Completion Rate estimates are based on a statistical model that corrects for out-migration. This introduces a small degree of error in the estimates. Results are based on PEN's, and schools providing course data on time. The system is checked bi-annually to ensure there are no instances of more than one student sharing the same PEN (less than .002 per cent).

Reporting Period: The data are collected from July through October, with the results publicly reported in November of each year.

Timeliness: The rate is available in February each year.

2. *Data Confidence — Adult Literacy*

Source: The Adult Literacy and Life Skills Survey, The National Center for Education Statistics

Collection Method: Data was collected from a survey of individuals, which was administered for the first time in 2003 and published in May of 2005.

Data Reliability: Accepted standard for large scale adult literacy.

Reporting Period: Provincial results were released in November, 2005.

Timeliness: The turnaround from the time the survey was administered to the time the results were made public was 18 months.

3. *Data Confidence — Reading and Numeracy Skills*

Source: FSA tests are written by students in Grades 4 and 7 at school, and are administered by school staff.

Collection Method: Each answer sheet has the student's Personal Identification Number (PEN) affixed. The tests are collected at the school and sent to the Ministry of Education for marking. Multiple-choice answers are scanned and open-ended responses are marked by

specially trained teachers. All results are then transferred into the Education Data Warehouse (EDW), where they undergo a final check.

Data Reliability: The FSA is a standardized measure, which is designed by B.C. teachers to reflect British Columbia's school curriculum.

Reporting Period: The FSA results are reported publicly on the Ministry of Education website in September of each year.

Timeliness: The turnaround time for the FSA tests is approximately four months, from the time they are written, to when they are reported. This means that the data is available in a timely manner, allowing educators and partners to plan and react in an efficient and effective manner to changes in achievement.

Participation Rates:

Grade 4	2000/01	2001/02	2002/03	2003/04	2004/05
Reading Comprehension	93	92	93	91	92
Writing	93	92	92	91	91
Numeracy	93	92	93	91	92
Grade 7	**2000/01**	**2001/02**	**2002/03**	**2003/04**	**2004/05**
Reading Comprehension	93	92	92	92	92
Writing	93	92	92	91	91
Numeracy	93	91	92	91	92

4. *Data Confidence — School Readiness*

Source: The Human Early Learning Partnership (University of British Columbia — funded by the Ministry of Children and Family Development, the Ministry of Education, and the Ministry of Health.)

Most commonly, EDI results are mapped by "average score," and by "percentage vulnerable."

- **Average score:** This method simply takes the average EDI score on a given domain of all of the surveyed children living in a particular area. At an individual level, scores may range from 0 to 10 on any given subscale of the EDI, with higher numbers indicating a higher readiness for school.
- **Percentage vulnerable:** The lowest scoring ten per cent of children province-wide are deemed to be vulnerable. The "percentage vulnerable," then, refers to the percentage of children in a given area that fall into this category. To illustrate: if vulnerable children were spread evenly around the province, every region's "vulnerability value" would be

exactly 10 per cent. Of course, such an even distribution is not the case, and as a result, some regions have nearly half of their children in the bottom 10 per cent, while others have none.

Collection Method: The EDI forms are distributed to Kindergarten teachers who then fill out a questionnaire for each student.

Data Reliability: Although it is not a perfect measure, a great deal of background work has been done on the EDI. It has been validated for a wide range of populations in urban, rural, and remote communities, and communities with particular social and cultural compositions (e.g., Aboriginal communities, inner-city communities, affluent suburban communities, etc.). It has proven to be a useful and reliable instrument, and has since been used in jurisdictions across Canada, the United States, Australia, Chile, and several other countries. British Columbia is the first province or state in the world to have administered the EDI to its entire population of five-year-old kindergarten students (over a period of three years).[37]

Reporting Period: The EDI is administered in February of each year and reported publicly on the Health and Early Learning Partnership website.

Timeliness: The data meets the criteria for timeliness, in that it is intended to measure the experiences of children upon entering school (mid-way through the Kindergarten year).

5. *Data Confidence — National and International Assessments (SAIP/PCAP and PISA)*

Student Achievement Indicators Program (SAIP)

Source: SAIP is coordinated by the Council of Ministers of Education, Canada (CMEC), which oversees the administration, data collection, analysis and storage and reporting of information.

Collection Method: The data are collected from randomly selected samples of 13- and 16-year olds in B.C. Approximately 25,000 English and French-speaking Canadian students participated — in B.C., 1800 students from more than 170 schools participated.

Data Reliability: Results are reported with confidence intervals that discourage "ranking" and promote an analysis of jurisdictions that perform in a similar range, based on a review of the confidence intervals that determine the statistically significant differences between results of jurisdictions.

Reporting Period: For SAIP Science III, 2004, the tests were administered over a four week period in April and May 2004, and the results were reported publicly on the CMEC SAIP[38] website in fall 2005.

Timeliness: The turnaround for SAIP data is approximately 18 months, from assessment to publication.

[37] For more information about EDI data, please visit: http://ecdportal.help.ubc.ca/aboutedidata.htm.

[38] http://www.cmec.ca/saip/indexe.stm.

Programme for International Student Assessment (PISA)

Source: PISA is coordinated by the OECD (Organization for Economic Co-operation and Development). In Canada, Statistics Canada and the Council of Ministers of Education, Canada (CMEC) oversee the administration, data collection, analysis, storage and reporting.

Collection Method: The data are collected from a randomly selected sample of BC 15-year-olds. Forty-one countries participated in PISA 2003 — in Canada, approximately 28,000 students from over 1,000 schools participated.

Data Reliability: The results are reported publicly for 41 countries. Canadian provinces over-sample in order to be able to report results at the provincial level. Results are reported with confidence intervals that discourage "ranking" and promote an analysis of jurisdictions that perform in a similar range, based on a review of the confidence intervals that determine the statistically significant differences between results of jurisdictions.

Reporting Period: The testing takes place in the Spring of every third year (2000, 2003, 2006, etc.) and the results are reported approximately a year and a half later (i.e., the PISA 2003 results were published in late 2004).

Timeliness: PISA is administered every three years. Initial results are reported approximately 18 months later, with secondary analysis and additional reports being published throughout the years between administrations.

6. *Data Confidence — Rates of Tobacco Use in Youth*

Source: Community Health, Education and Social Services Omnibus Survey (CHESS) — BC STATS

Collection Method: The survey is conducted monthly, and administered by telephone.

Data Reliability: The margin of error is 1.3 per cent. This may change depending on the size of the sub-sample examined.

Reporting Period: The survey results will be reported twice a year, in July and December. Beginning in July 2005, two CHESS data files will be released every year: a file with data collected from January to June and a file in January with the July to December data.

Timeliness: Unlike many other methods of data collection, CHESS data is reported in a "continuous time" series.

7. *Data Confidence — Rates of Physical Activity in K–12 students*

Source: Satisfaction Survey, Ministry of Education.

Collection Method: Paper or electronic surveys. The data is transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.

Data Reliability: An annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.

Reporting Period: Satisfaction Surveys are administered electronically and physically each year, from January to March and the results are released in late May, on the Ministry's website.

Timeliness: The turnaround time from data collection to publication is brief — three months — rendering the data timely and relevant.

8. *Data Confidence — Satisfaction*

Source: Satisfaction Survey, Ministry of Education.

Collection Method: Paper or electronic surveys. The data is transferred into the Education Data Warehouse, where it undergoes a final check for accuracy.

Data Reliability: An annual technical analysis of the survey questions is conducted and those analyses have shown the survey instrument to be valid and reliable.

Reporting Period: Satisfaction Surveys are administered electronically and physically each year, from January to March and the results are released in late May, on the Ministry's website.

Timeliness: The turnaround time from data collection to publication is brief — three months — rendering the data timely and relevant.

9. *Data Confidence — Transition Rate to Post-Secondary Education*

Source: Graduate Transition Survey, Ministry of Education

Collection Method: A telephone survey of 1,000 secondary school graduates is conducted.

Data Reliability: Results can be viewed with considerable confidence. Maximum sampling error is within +/- 3.1 per cent (19 times out of 20).

Reporting Period: Results are reported annually each Fall, on the Ministry's website.

Timeliness: The turnaround time from data collection to publication is brief — two months — rendering the data timely and relevant.

10. *Data Confidence — Transition Rate to Employment*

Source: Graduate Transition Survey, Ministry of Education

Collection Method: A telephone survey of 1,000 secondary school graduates is conducted.

Data Reliability: Results can be viewed with considerable confidence. Maximum sampling error is within +/- 3.1 per cent (19 times out of 20).

Reporting Period: Results are reported annually each fall, on the Ministry's website.

Timeliness: The turnaround time from data collection to publication is brief — two months — rendering the data timely and relevant.

11. *Data Confidence — Achieving Results*

Source: British Columbia Ministry of Education, System Performance Branch. FSA results, completion rates, and other data collected by the Ministry of Education are also utilized during the review process.

Collection Method: District Review Teams, comprised of senior school district administrators, teachers, parents and Ministry staff review the work of districts in support of student achievement through observations, discussions, and inquiry based conversations. A report is completed by the team based on the review process and submitted to the Ministry of Education.

Data Reliability: To ensure consistency in the review process, each Review Team member is required to attend a training session once per year, prior to the reviews.

Reporting Period: Twenty districts are reviewed each year, so that all districts are reviewed at least once every three years. The reviews are conducted in the spring of each year, from February through May, and results are reported on the Ministry website shortly thereafter.

Timeliness: The turnaround time from when the review is conducted to submission of the report to the Ministry is less than one month.

12. *Data Confidence — Parental Involvement*

Source: British Columbia Ministry of Education, System Performance Branch. FSA results, completion rates, and other data collected by the Ministry of Education are also utilized during the review process.

Collection Method: District Review Teams, comprised of senior school district administrators, teachers, parents and Ministry staff review the work of districts in support of student achievement through observations, discussions, and inquiry based conversations. A report is completed by the team based on the review process and submitted to the Ministry of Education.

Data Reliability: To ensure consistency in the review process, each Review Team member is required to attend a training session once per year, prior to the reviews.

Reporting Period: Twenty districts are reviewed each year, so that all districts are reviewed at least once every three years. The reviews are conducted in the spring of each year, from February through May, and results are reported on the Ministry website shortly thereafter.

Timeliness: The turnaround time from when the review is conducted to submission of the report to the Ministry is less than one month.